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and almost as father—of the graduate school, and as dean of the faculty of arts and sciences, he spent the whole of a long life in and for the University.

"He was an admirable teacher, steeped in his subject, not buried in it, and always in close sympathy with his students, to whom he was ever a generous and inspiring friend. Broad minded and many sided, his scholarship was of that wide, human kind which unites learning with recognition of every accomplishment of grace of life, with interest in every intellectual problem, and with good will to every earnest man. All his work was characterized by thoroughness and finish, and by a kind of fervid loyalty. He had a high and large conception of academic freedom, and, in age as in youth, he looked forward and not back. Of a peculiarly lovable nature, courteous and kindly, he was known to all who met him for his friendly greeting, his earnest speech, at once measured and impetuous, and his scorn of anything narrow, or crooked, or mean."

At the University of Wisconsin, Dr. Edward B. VanVleck, now professor of mathematics at Wesleyan University, has been appointed to the professorship of mathematics left vacant by the resignation of Professor E. A. VanVelzer.

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BOOK NOTICES.

Elementary Algebra. By G. A. Wentworth. Half Leather, vi+421 pages. Boston, New York, Chicago: Ginn & Co.

One of the best features of this book is a new set of exercises, some four thousand in number, with which the author has supplied the text. The appearance of the volume is attractive; the use of colors in plotting equations may be commended. The author shows a predilection for using more or less useless technical terms, "compound expressions" for polynomials, "scalar numbers" for real numbers, "orthotomics" for imaginaries. The real and imaginary axes are said to intersect "orthotomically." This thing should be avoided in an elementary algebra. The book would be more readable by student and teacher if divested of some inaccuracies. We read on page 1, "Whatever admits of increase or decrease is called *a magnitude.*" The length of a meter stick for example! On page 289 the student learns that "Gravity always impresses upon a body, free to move, a downward velocity of g units each second, whether the body starts from a state of rest or is moving already with any velocity in any direction."

The treatment of Factoring is adequate, as is the graphical work in connection with simultaneous equations and imaginaries. But eleven pages are devoted to solving quadratics by completing the square, while the quadratic formula gets barely three pages, part fine print. The idea of a function is rather difficult for secondary students, but its introduction in the author's excellent section on variation may find justification. The section on "Laws of Physics" should not precede the treatment of variation. On the whole *Elementary Algebra* is not a contribution to mathematical pedagogy, but it is a teachable book and no doubt will meet with considerable success.

An Elementary Text-Book of Theoretical Mechanics. By George A. Merrill, B. S., Principal of the California School of Mechanical Arts, and Director of the Wilmerding School of Industrial Arts. Half Leather, 268 pages, 168 diagrams. San Francisco, New York, Cincinnati, Chicago: American Book Co.

This book is intended for upper classes in secondary schools and lower classes in colleges. It is almost alone in its field, so far as American publications are concerned. The teaching of Mechanics as a subject *per se* has been confined in the main to collegiate courses, and the few American text-books on the subject have been written for students familiar with the calculus. There is need of giving greater prominence to this subject in secondary schools, especially in institutions whose graduates look forward to industrial careers. Professor Merrill's book is most admirably suited to supply this need. The text is divided into three principal sections, Kinematics, Statics, and Kinetics. It is written "from the standpoint of the student," is clear, forceful, and pedagogical. Vectors are introduced at the start, and graphical methods and illustrations are used profusely and effectively, throughout the book. The attractiveness of the work is much enhanced by the use of several kinds of type, and by the large number of excellent illustrations. Good full page portraits of Galileo, Hugenius, and Newton adorn the work.

A Brief Introduction to the Infinitesimal Calculus. By Irving Fisher, Ph. D., Professor of Political Economy in Yale University. Second Edition. Cloth, 84 pages. London: Macmillan and Co.

The author states in his preface that this little book contains the substance of lectures by which he has been accustomed to introduce advanced students to a course in modern economic theory. Theprocesses of differentiation and integration are introduced and illustrated by elementary applications.

A First Course in Physics. By Robert Andrews Millikan, Ph. D., Assistant Professor of Physics in the University of Chicago, and Henry Gordon Gale, Ph. D., Instructor of Physics in the University of Chicago. Boston, New York, Chicago, London: Ginn & Co.

The advance pages of this new secondary school physics indicate that the authors are using the best efforts of scholarship to produce a text that will answer the demand of the day that the first course in physics be not only completely scientific, but be full of life and interest for the student as well. Judging from the first hundred pages of the book, clear and simple English, profuseness of illustration, and constant reference and application to actual natural phenomena are some of the strong features which are to characterize *A First Course in Physics.*